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ABSTRACT

This book, based on higher education practices in the United Kingdom, attempts to synthesize the concept of "educating for capability," which focuses on integrating knowledge, skills, personal qualities, and understanding appropriately and effectively in new and changing circumstances. It seeks to link capability in education with the fundamentals of teaching and learning, and with quality in education, and also suggests ways to bring capability ideas into the curriculum and institutional practice. In Part One, the capability agenda is set out and its meaning and scope in the context of current trends in higher education are explored. In Part Two, the book presents examples of how institutions address different aspects of the wide-ranging changes needed for educating for capability. Part Three is a more thematic review of major issues, including the need to provide support for autonomous learners, how students can help each other, integrating career management into the curriculum, using learning contracts to involve relevant stakeholders, and assessment and quality assurance. Part Four presents a model for educating for capability based on the practical experience presented in the volume and provides some suggestions regarding a culture of higher education in which the model can flourish. (Chapters contain references.) (MAB)

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